

TENNESSEE COLLEGE OF APPLIED TECHNOLOGY, PARIS

2021 Governor's Investment in Technical Education (GIVE)

Preparing Dual Enrollment Students for Careers in Welding

Lead Entity: Tennessee College of Applied Technology, Paris

Fiscal Agent: Tennessee College of Applied Technology, Paris

IN PARTNERSHIP WITH:

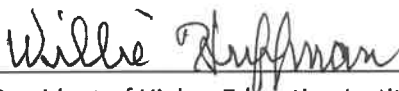
1. Paris-Henry County Industrial Committee
2. Paris-Henry County Chamber of Commerce
3. Henry County School System
4. Columbiad Fabrication

Mr. Willie Huffman, President, TCAT Paris

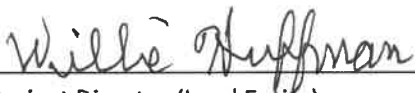
312 South Wilson Street
Paris, TN 38242
willie.huffman@tcatparis.edu

Funding requested:

\$1,000,000,000



President of Higher Education Institution
(Fiscal Agent)



Project Director (Lead Entity)

TABLE OF CONTENTS

Project Abstract	1
Program Proposal	2
Demonstration of Need	2
Program Plan	4
Strength of Partnership	11
Budget	12
Sustainability	14
Economic Status	15
MOUs	16
Letters of Support	19

PROJECT ABSTRACT—Welding

The Tennessee College of Applied Technology-Paris, in coordination with the Paris-Henry County Industrial Committee, the Paris-Henry County Chamber of Commerce and the Henry County School System are proposing the creation of the Paris-Henry County Welding Program in order to ensure a strong future workforce for Henry County and Northwest Tennessee. Jobs4TN currently shows over 200 open job vacancies in welding and metal working manufacturing throughout the Paris-Henry County workforce regions of Northwest and North Middle Tennessee.

To help address this employment issue, the partners in this proposal have come together to plan for restructuring current welding curriculum; purchasing up-to-date and industry-standard welding and metal working equipment for Henry County High School; and partnering with area industry employers to create work-based learning opportunities for high school students.

TCAT Paris, in partnership with the Henry County School System, will lead the actions of the grant and all activities to increase awareness and training. Together with the Paris-Henry County Industrial Committee and industry partners, this collaborative group will guide the development and implementation of curriculum, conforming to industry training needs and safety guidelines. The partners in this collaborative group are committed to building a sustainable welding program that will create a strong cadre of qualified workers who will be successful in their career endeavors, promoting economic stability throughout our region and state.

PART 1: DEMONSTRATION OF NEED

The Tennessee College of Applied Technology-Paris, in coordination with the Paris-Henry County Industrial Committee, the Paris-Henry County Chamber of Commerce and the Henry County School System are proposing the creation of the Paris-Henry County Welding Program in order to ensure a strong future workforce. Being situated on the regional border, Henry County serves both the Northwest and the North Middle workforce region of the state, expanding both our future employment opportunities and training expectations. The funding from this GIVE grant will strengthen the relationship between educators, community leaders and industrial employers, providing updated welding equipment for students in the Henry County School System and TCAT-Paris. In addition, high school and post-secondary educators will expand partnerships with area employers to provide vital work-based learning opportunities.

The *LEAP 2020: In-Demand Occupations* report published by the Tennessee Department of Economic and Community Development states that welders are needed across the entire state, and those seeking jobs as welders can expect a greater than median wage for all occupations. The report lists Welders, Cutters, Solderers, Brazers and Metal Workers as in-demand production occupations. Metal Workers are identified as in-demand occupations for the Northwest region. Across all regions, the occupations are identified as key to industry clusters. **Jobs4TN** currently shows over 100 open job manufacturing vacancies in welding and metal working in Northwest Tennessee, including 118 metal working openings, and 39 welder openings. In the North Middle region, **Jobs4TN** currently shows 481 welding job vacancies. The *2020 Academic Supply and Occupational Demand* report published by the Tennessee Higher Education Commission

and Tennessee Department of Labor and Workforce Development lists Sheet Metal Workers as one of the top 15 occupations by projected growth in the Northwest region. According to the ***TSBA Data Dashboard's Perkins V Report***, there are 235 annual openings for Welders, Cutters, Solderers, and Brazers in the Northwest and North Middle Tennessee. Specifically addressing workforce priorities in our community, ***Columbiad Fabrication*** states they have an immediate need for 5-7 welders and metal workers, with expectations of a need for 15-30 new welders and metal workers by the fall of 2022 as a part of their production expansion efforts. The cooperative formed through this program will increase the number of highly-trained welding and metal working graduates from Henry County High School and TCAT Paris, to fill these current and future openings throughout our county and region.

The **MIT Living Wage Calculator** lists the living wage for a single adult in Henry County as \$12.12 per hour or \$25,208.60 per year. All data sources researched in support of this project report that those seeking jobs in welding in Northwest and North Middle Tennessee can expect an annual wage well above the ***MIT Living Wage***. The ***2020 Academic Supply and Occupational Demand*** reports median earning expectations of \$39,620. The ***TSBA Data Dashboard's Perkins V Report*** projects a median wage of \$40,553, and all Metal Worker and Welder job postings on ***Jobs4TN*** advertise wages ranging from \$15 to \$34 per hour.

The employment opportunities presented, both current and projected, demonstrate an area of need for a skilled, educated welders and metal workers, not only in our county, but throughout both the Northwest and North Middle workforce regions served by Henry County High School and TCAT-Paris. Educators, community workforce leaders, and employers of local

and regional industries recognize this, and have formed this collaborative partnership to meet the need and strengthen the future workforce.

Part 2: PROGRAM PLAN

Henry County Schools offers 25 Career and Technical Education (CTE) programs of study directly aligned to the Tennessee Department of Education's 16 Career Clusters. Students are typically recruited into these career cluster programs prior to entry of high school as 9th graders, and complete at least one course within their chosen program of study each year through the 12th grade. To be identified as a program concentrator, a student must complete a minimum of three courses in a specific program of study. As students progress from Level 1 to Level 4 courses, the academic and technical skill framework of these pathways develops from an introductory level to mastery of industry-specific skills. Throughout the program of study course progression, students are exposed to an increasingly complex set of technical and workforce readiness skills, designed to prepare them for entry into both the world of work and postsecondary enrollment. Three-year enrollment data of Henry County Schools indicates that CTE course enrollments have seen an incremental increase at all course levels. Additionally, increases have been made in the attainment of industry certifications and work-based learning placements. The implementation of this program will enhance and expand current EPSO opportunities for students by creating new dual enrollment course offerings, providing opportunities to earn aligned industry certifications, and expanding partnerships with local employers through additional work-based learning placements. These opportunities are the key to accomplishing the goals of the *Drive to 55 Pathways to Postsecondary* initiative, sustaining careers identified by TNECD and the Tennessee Department of Labor and Workforce Development as a high need in our region.

This grant will help grow a qualified, diverse Welding and Metal Working talent pool to meet current and future workforce needs in Henry County, and the Northwest and North Middle workforce regions. The goals of the educational and industry partners are to: develop and implement quality curricular resources and equipment that support the development of highly skilled graduates; provide timely communication to ensure training programs meet the needs of industry partners; participate in career awareness and career development activities in the community; and to promote the program leading to increased industry, education and training partnerships. These goals will be met through a three-pronged approach:

1. Employ experienced, highly-skilled program personnel

Providing quality training and work-based learning opportunities is vital to meeting the workforce needs of our community, and employing an experienced, high-skilled instructor is key to the success of this project. The instructor will be employed by TCAT-Paris, but will be housed on the campus of Henry County High School. The instructor, TCAT President and Henry County School System CTE Director will work closely with local employers to develop high-quality instructional materials and purchase industry-standard equipment. The equipment purchased with these grant funds will be installed on the Henry County High School campus. Additional funding will support a Career Access/Work-Based Learning Counselor to work within Henry County Schools, with the role of promoting career-awareness, career-development, and work-based learning opportunities, leading to increased employment options for students. The Career Access/Work-Based Learning Counselor will be committed to reaching under-served populations of students, as well as committed to expanding and implementing new work-based learning programs that will allow for students to learn more about in-demand occupations

available in our workforce regions. This position will also expand the use of the Work Ethics Diploma initiative in Henry County Schools.

2. Purchase and implement training materials and industry-standard equipment necessary for educating students;

The equipment purchased with the grant funds will be utilized to train students to work both cooperatively and independently, and to develop both in-demand job skills and personal expectations of safety. The cooperative foundation of this program will provide students the opportunity to learn sought-after industry skills both in the classroom and on site with industry employers. Equipment to be purchased and its purposeful student impact:

- Glowforge 3D Laser Printers: an economical option for beginners, the Glowforge 3D Laser Printers will be utilized by 9th and 10th grade students in the beginning of this program. Glowforge uses subtractive manufacturing, not unlike a CNC laser cutter engraver. Students will use the Glowforge to collaboratively solve problems, design projects, and learn introductory program logic control.
- Plasma Table: intermediate and advanced students will progress to operation of a plasma table, which promotes practice in basic CAD design, materials layout and fabrication, and final assembly of a project. Producing products on a CNC plasma table will allow for the students to experience how metal parts are manufactured and produced. Through experience with planning, programming and maintenance of a CNC plasma table, students will have a basic

understanding of equipment heavily used by area employers and will be better prepared for future employment opportunities.

- Omada EG4010: Advanced students will be trained on industry-standard metal machine equipment. They will learn to set up, program, and operate metal machine tools to produce precision parts and components out of metal. At the advanced levels, students will apply knowledge of mechanics, program logic control, math, physics, metal properties, design components and machining procedures.
- Virtual Reality Welders: also an economical option for beginners, virtual reality welders provide direct welding instruction and valuable opportunities for practice. The virtual welders will be used for introductory welding lessons including safety and machine processes, as well as support integrated math and science development. Virtual reality welders are ideal for basic and advanced welding training, and can be utilized for skill evaluation and program recruitment. These trainers will allow beginning students to learn welding technology in a cost-effective, safety-controlled environment.

- Lincoln Welding Teaching Aid Toolbox: a comprehensive set of welding and metal working tools and accessories, to be used as a visual training component for learning various welding and metal working processes. This demonstration set allows beginning and intermediate students to become familiar with the structure, operation and application of tools
- Amatrol Welding Training System: This training system teaches students how to safely create an array of high quality weld types. It includes a workstation with a self-contained down-draft table and angle grinder, storage station, gas metal arc welder and weld test fixture. This equipment gives learners the opportunity to practice and gain experience on actual mechanisms that they'll work with on the job.
- Mig and Tig Welders: Intermediate and advanced students will learn industry-standard welding applications and safety procedures on equipment that is used by area industry employers.
- Lincoln Robotic Welding Cell: This robotic welding technology will help equip students for welding and metal working jobs in the advanced manufacturing and precision technology field. This system is designed to demonstrate, develop and teach the proper techniques in a cutting-edge robotics welding career.
- Welding Fume Extractors: these systems will promote the health and well-being of students and instructors in the welding and metal working program.

3. Expand dual enrollment and work-based learning opportunities for students

TCAT-Paris and the Henry County School System already have a memorandum of understanding and partnership in place for high school students to take dual enrollment welding. However, due to personnel and equipment limitations, that opportunity is only available for 11th and 12th graders, and only for a total of 10 students per semester. This grant funding will allow the addition of a second instructor in this program. This additional instructor position will allow the creation of program introductory-level courses for 9th and 10th grade students, and will expand program enrollment to 25 students per semester. There are currently no welding and metal working technology work-based learning placements for students. The funding from this grant will support collaborative partnerships between the school system and local employers, and will lead to the development of no fewer than 5 work-based learning placements for welding and metal working program students per semester.

The partner stakeholders of this proposal are dedicated to ensuring the program's success, and have developed the following schedule for planning and implementation.

Phase I: Planning

- November 2021: Stakeholder collaborative meetings to determine equipment needs; discuss training and curricular needs; development of program promotional materials
- December 2021: Begin equipment bid and procurement processes
- January 2022: Begin ordering and installation of equipment
- February and March 2022: Presentations by industry partners to K-12 students to raise awareness of Welding and Metal Working careers in our community; recruitment of program student participants

- April 2022: Begin search for program instructor and Career Access/Work-Based Learning Counselor; recruitment of program student participants
- May 2022: Finalize hiring of instructor and Career Access/Work-Based Learning Counselor; recruitment of program student participants; development of work-based learning partnership placements
- June and July 2022: Training and professional development for program instructor, Career Access/Work-Based Learning Counselor, CTE Director

Phase II: Implementation

- July 2022: Kick-off event open house
- August 2022: Program courses begin; work-based learning placements begin
- September 2022: Career awareness activities throughout community to include career fair, industry tours, industry presentations
- October 2022: Manufacturing Day event
- November 2022 and December 2022: Curriculum and data review
- January and February 2023: Semester two continuation of program courses and work-based learning placements
- March and April 2023: Presentations by industry partners to K-12 students to raise awareness of Welding and Metal Working careers in our community
- May 2023: Recruitment of program student participants, including recruitment via summer welding and metals manufacturing camp; curriculum and data review

Phase III: Sustainability

- June 2023 and July 2023: host summer camp for middle school students

- August 2023 and beyond: continue presentations by industry partners to K-12 students to raise awareness of Welding and Metal Working careers in our community; continue recruitment of program student participants; continue manufacturing day events and work-based learning opportunities; continue equipment, curriculum and data reviews to support the sustainability of the program.

Part 3: STRENGTH OF PARTNERSHIP

All partners of this program initiative will assist with the governing of the actions and activities of the grant. All members of the program will contribute to the discussion, development and implementation of curricular materials and equipment to conform to industry training needs. TCAT-Paris will serve as the fiscal agent for the grant, and Henry County Schools will provide oversight to the purchase, installation and training of all equipment. All partners will submit a Memorandum of Understanding, outlining all roles and responsibilities of the partnership, and well as highlighting the benefits of participation. Additionally, the attached letter provides details on the level of support and commitment this program has from our community's industry and economic leaders. This project will provide additional support to the state's *Drive to 55* initiative, by producing highly-skilled employees that hold the credentials and certifications that industry desires. The industry partners dedicated to this collaborative project will provide valuable information and support to educational providers and to students by participating in career fairs and career awareness presentations, by hosting industry tours, and by hosting work-based learning students at their facilities.

Part 4: BUDGET PLAN

GRANT BUDGET				
GIVE Program Competitive Grant				
The grant budget line-item amounts below shall be applicable only to expenses incurred during the following				
Applicable Period: BEGIN: 11/15/21 END: 5/15/24				
POLICY 03 Object Line-item Reference	¹ EXPENSE OBJECT LINE-ITEM CATEGORY	GRANT CONTRACT	GRANTEE PARTICIPATION	TOTAL PROJECT
1, 2	Salaries, Benefits & Taxes	\$300,000	0.00	\$300,000
4, 15	Professional Fee, Grant & Award ²	0.00	0.00	0.00
5, 6, 7, 8, 9, 10	Supplies, Telephone, Postage & Shipping, Occupancy, Equipment Rental & Maintenance, Printing & Publications	\$95,000	0.00	\$95,000
11, 12	Travel, Conferences & Meetings	\$5,000	0.00	\$5,000
13	Interest ²	0.00	0.00	0.00
14	Insurance	0.00	0.00	0.00
16	Specific Assistance To Individuals	0.00	0.00	0.00
17	Depreciation ²	0.00	0.00	0.00
18	Other Non-Personnel ²	\$10,000	0.00	\$10,000
20	Capital Purchase ²	\$665,000	0.00	\$565,000
22	Indirect Cost	25,000	0.00	25,000
24	In-Kind Expense	0.00	0.00	0.00
25	GRAND TOTAL	\$1,000,000	0.00	\$1,000,000

¹Each expense object line-item shall be defined by the Department of Finance and Administration Policy 03, Uniform Reporting Requirements and Cost Allocation Plans for Sub recipients of Federal and State Grant Monies, Appendix A. (posted on the Internet at: www.state.tn.us/finance/act/documents/policy3.pdf).

² Applicable detail follows this page if line-item is funded.

Details of Budget Expenses:

Salaries, Benefits & Taxes

Welding and Metal Working Technologies Instructor	\$150,000.00
Career Access/Work-Based Learning Counselor	\$150,000.00
Salaries, Benefits & Taxes Total:	\$300,000.00

Supplies

Personal Protective Supplies (gloves, aprons, helmets, safety goggles, fire retardant shirts, earplugs, etc..)	\$15,000.00
Student classroom learning manipulatives and materials (tool boxes, tool bits, center drills, round edge finders, flat center gauges, punches, dial calipers, digital calipers, chipping hammers, wire brushes, scientific calculators, etc..)	\$25,000.00
Classroom curriculum materials (textbooks, handbooks, online course subscriptions, etc..)	\$50,000.00
Program promotional and data reporting materials (brochures, flyers, recruitment materials, etc..)	\$5,000.00
Supplies Total:	\$95,000.00

Travel, Conferences & Meetings

Professional development for Instructor and Career Access/Work-Based Learning Counselor, travel expenses for student travel to conferences and competitive events	\$5,000
Travel, Conferences & Meetings Total:	\$5,000.00

Other, Non-Personnel

Student certification testing fees, dual enrollment course materials fees	\$10,000
Other, Non-Personnel Total:	\$10,000.00

Capital Purchase

Glowforge 3D Laser Printers	\$15,000.00
Plasma Table and Plasma Cutter	\$28,000.00
Amada EG4010	\$100,000.00
Lincoln Welding Teaching Toolboxes	\$12,000.00
Virtual Reality Welders: VRTEX 360s	\$82,000.00
Virtual Reality Welders: VRTEX Transports	\$44,000.00
Virtual Reality Welders: VRTEX Engages	\$35,000.00

Amatrol Welding Training Stations	\$130,000.00
Lincoln Power Mig 260 Welders	\$13,000.00
Lincoln Precision Tig 375 Ready Paks	\$33,000.00
Welding Fume Extractor Systems	\$40,000.00
Welding Tables, 78W, 38D, Cap 4400, Nitrited	\$10,000.00
Cross Flow Welding Tables	\$20,000.00
Capital Purchases Total	\$565,000.00

Indirect Costs

Administrative Costs for Administering the Grant and reporting

Indirect Costs Total \$ 25,000.00

Part 5: SUSTAINABILITY

The members of this partnership will meet at least quarterly and will be responsible for the development and implementation of this program. The collaborative project group is made up of educators and industry and workforce representatives. The educator team will include teachers and administrators from both the K-12 Henry County School System district and TCAT-Paris. Workforce development representatives will include executive officers of the Paris-Henry County Industrial Committee and the Paris-Henry County Chamber of Commerce. Employer representatives will include executive managers and human resource personnel from local employers. This collaborative foundation will allow for sustainability beyond the grant funding period through the continual growth and development of relationships between educators and employers. Grant funding will be utilized to purchase equipment and training materials that are critical to workforce development, and will create work-based learning experiences for students on a pathway from high school to post-secondary dual enrollment to world of work.

The collaborative project partners are dedicated to building a sustainable welding and metal working technologies program for high school students. Producing highly-skilled, qualified members of the future workforce is a top priority for the Henry County School System and TCAT-Paris. As such, both are committed to seeking funding for the longevity of this program by cultivating strong partnerships with business and industry leaders, as well as seeking future state and federal grant opportunities.

Part 6: ECONOMIC STATUS ACKNOWLEDGEMENT

According to the ARC, Henry County is not categorized as at-risk or distressed.

Memorandum of Understanding (MOU) Between

Paris-Henry County Industrial Committee

TCAT-Paris

Henry County Schools

Columbiad Fabrication

Paris-Henry County Chamber of Commerce

Parties: The Memorandum of Understanding (MOU) is made and entered into by and between: Paris-Henry County Industrial Committee, TCAT-Paris, Henry County Schools, Columbiad Fabrication, Paris-Henry County Chamber of Commerce

1. Purpose: the purpose of this MOU is to define the roles, responsibilities, and benefits received of each of the above-mentioned partners in the Welding and Metal Working Technologies program, with initial funding for the program provided by the GIVE 2.0 grant.
2. Terms of MOU: the MOU is effective upon the date last signed by the representatives of the parties and shall remain in effect for at least the 30 month grant funding timeline, with an option to extend at that time.
3. Roles, Responsibilities, and Benefits

TCAT-Paris

Roles:	<ul style="list-style-type: none">• Serve as the lead entity for the GIVE 2.0 grant• Serve as the fiscal agent for the GIVE 2.0 grant• Provide early post-secondary opportunities (EPSO) to students in the program• Provide instructors and staff training• Provide options for student to earn industry credentials• Provide support services to students enrolled in the program• Actively work to recruit historically underserved populations to enter the program
Responsibilities:	<ul style="list-style-type: none">• Provide all necessary financial information pertaining to the GIVE 2.0 grant program to THEC• Share enrollment and industry credential data with all parties of the MOU• Actively participate in program planning, implementation and recruitment
Benefits:	<ul style="list-style-type: none">• Potential to increase student enrollment in TCAT-Paris programs• Potential to increase student industry credentials and diplomas earned• Increased visibility in the community through partnership involvement

Willie Huffman

Printed Name

Willie Huffman 9-16-21

Signature


Date

Henry County Schools

Roles:	<ul style="list-style-type: none">• Provide physical classroom and lab space for the program• Award high school credits to students enrolled in the program• Award credit for early post-secondary opportunities (EPSO) and work-based learning opportunities• Provide instructors and administrators time to tour facilities• Provide instructors and staff training when available• Provide options for student to earn industry credentials• Provide support services to students enrolled in the program• Provide transportation to field trips and other events when available• Actively work to recruit historically underserved populations to enter the program
Responsibilities:	<ul style="list-style-type: none">• Share enrollment and industry credential data with all parties of the MOU• Actively participate in program planning, implementation and recruitment• Perform proper care, maintenance and inventory of training equipment received
Benefits:	<ul style="list-style-type: none">• Provide new educational opportunities for students• Implementation of new training equipment for students• Potential to increase student enrollment in CTE programs of study• Potential to increase ready-graduate rates via student industry credentials earned• Increased visibility in the community through partnership involvement

Betsy Allison, CTE Director

Printed Name

 9/13/2021

Signature

Date

Paris-Henry County Industrial Committee

Roles:	<ul style="list-style-type: none">• Work with partner industry to ensure workforce needs are attained• Utilize the work-based learning model to recruit employers to provide work-based learning opportunities to students• Actively work to recruit historically underserved populations to enter the program
Responsibilities:	<ul style="list-style-type: none">• Share employment data with all parties of the MOU• Actively participate in program planning, implementation and recruitment• Host program partnership meetings
Benefits:	<ul style="list-style-type: none">• Increased visibility in the community through partnership involvement• Increased support of partner industries by providing for their workforce needs• Provide new educational opportunities for community residents

Rob Goad, Executive Director

Printed Name

 9/14/21

Signature

Date

Columbiad Fabrication

Roles:	<p>Provide the high school program with technical assistance during equipment selection, installation, and setup</p> <p>Provide the high school program with relevant curriculum review and support</p> <p>Offer work-based learning opportunities to high school students by attending career fairs, presenting industry-related career information to students enrolled in the program, hosting tours of your facility for students, teachers and school administrators, hosting on-the-job training opportunities for students enrolled in the program through internships</p> <p>Actively work to recruit historically underserved populations to enter the program</p>
Responsibilities:	<p>Share employment data with all parties of the MOU</p> <p>Actively participate in program planning, implementation and recruitment</p>
Benefits:	<p>Increased visibility in the community through partnership involvement</p> <p>Improved future workforce population</p>

Jonathan Bailey

printed Name

[Signature]

Signature

9/14/21

Date

Paris-Henry County Chamber of Commerce

Roles:	<p>Support the goals of the Welding and Metal Working Technologies program</p> <p>Share the program to Chamber membership to promote work-based learning and internship opportunities for students enrolled in the program</p> <p>Serve on the program advisory committee</p> <p>Promote the recruitment of historically underserved populations to enter the program</p>
Responsibilities:	<p>Share employment and economic development data with all parties of the MOU</p> <p>Actively participate in program planning, implementation and recruitment</p>
Benefits:	<p>Increased visibility in the community through partnership involvement</p> <p>Increased support of Chamber member industries by supporting their workforce needs</p> <ul style="list-style-type: none"> • Provide new educational opportunities for community residents

Timothy

Printed Name

[Signature]

Signature

9/14/21

Date

Ms. Betsy Allison
Director, HCSD CTE
315 S Wilson St
Paris, TN 38242

Ms. Allison,

I am writing this letter to document our company's support and involvement in the proposed GIVE Grant education initiative. As a fabrication company that utilizes skilled trades in nearly all aspects in our business, our future growth is very dependent on the availability of skilled workers. We anticipate expanding our business and adding approximately 70 new full-time jobs, the majority of which will be skilled positions. Our core business involves laser cutting, forming, and welding various steels for customers as diverse as Amazon, Caterpillar, MTD, John Deere, and Champion Outdoors. As a result of our projected growth, we will need to employ approximately 20+ brake press operators and 15 welders within the next 3-5 years.


In order to assist the Paris TCAT and Henry County High School (HCHS) CTE programs in producing quality tradesmen, we will work with instructors to develop curriculum that closely matches current industry needs. As the industry changes and modernizes, we will continue to provide curriculum input as needed. Additionally, we will work with the Paris TCAT and HCHS CTE programs to implement a work-based learning program so that students may ply their skillsets in a real-world environment. We look forward to working with our educators and future labor force. Please don't hesitate to contact us with any needs as we move forward.

Sincerely,

Johnathan Bailey


9/14/21

Jason Gordon


9-14-21